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ABSTRACT

An independent evaluation report (May 1971) by Educational Coordinates Northwest, this document examines the Oregon Small Schools Program (a Title III project of the Elementary and Secondary Education Act). Three major areas were considered: the extent to which member schools implemented methodological and organizational changes, the established climate for change, and the extent to which project schools have moved toward implementation of the Oregon Board of Education objectives. Survey data were collected from all member schools regarding innovative practices. Additional data, particularly in the area of methodology, were collected by classroom observation and questionnaires in 20 randomly selected elementary and secondary schools (20% of member schools). It was found, for example, that 22% of teachers' time was spent in teacher-oriented instruction (over 50% is average); students spent 25% of time on assignments with no fellow student or teacher interaction (may not be most productive); there was little use of media or the small group process; 80% of the students perceived that half or less of the instruction they received was related to their real concerns; a substantial amount of confidence between teachers and administrators was noted, but with some communication breakdown due to decisions generally made at the top producing some teacher resistance to organizational goals; the newsletter was comprehensive and widely read by staff; and program workshops were deemed of real value and were effective for information dissemination. It was recommended, for example, that the director be allowed more school visitation time and that his priorities be reevaluated. Recommendations in each major area are considered. (MJB)

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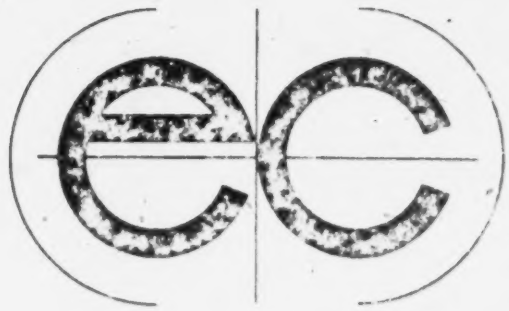

INDEPENDENT EVALUATION REPORT

OREGON SMALL SCHOOLS PROGRAM

A TITLE III PROJECT

Donald F. Miller - Project Director

May, 1971

ED 053945

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OREGON SMALL SCHOOLS PROGRAM ASSESSMENT

INTRODUCTION

Educational Coordinates, Northwest is submitting this report as a summary of its third party evaluation of the Oregon Small Schools Program.

The major purpose of this assessment is to establish baseline data which can be used to determine the extent to which the OSSP is meeting the objectives of the program.

The data gathered pertains to three major areas:

1. The extent to which member schools have implemented methodological and organizational changes.
2. The "climate for change" which has been established.
3. The extent to which the schools are moving toward the implementation of the Oregon Board of Education objectives.

Assessment Procedure

Data were collected from all the member schools regarding their organizational and methodological practices. Additional data, particularly in the area of methodology, were collected by classroom observations in twenty secondary and elementary schools, selected randomly from the OSSP membership as of December 1, 1970.

All of the teachers and administrators in the random sample schools responded to an instrument designed to measure the organizational characteristics of the school. They also responded to a questionnaire designed to gather other pertinent information as to the degree the school had established an orientation toward change.

A 40% random sample of the student body in each of the random sample schools responded to a questionnaire which gathered their perceptions regarding methodology in use in the classroom and in particular the extent to which they recognized attempts by the school to implement the objectives of the Oregon Board of Education.

It is recognized by the evaluators that a 20% sample of the schools is not adequate in order to extend the findings to all the schools in the program with a high level of confidence.

The sample did include schools in all regions of the state and did include schools with a full range of enrollment. It i our judgment that the data are of sufficient accuracy to permit the Small Schools Program to:

1. Identify areas which need particular attention and could therefore be included in the in-service and training programs offered by the project.
2. Have adequate baseline data which can be used to further evaluate the activities of the program.

TABLE I

SUMMARY OF INSTRUMENTS AND OBSERVATIONS

Instrument	Method	Source
1. Innovative Practices Survey	Survey form completed by Principal	All Schools
2. Observations of Classroom Methodology	Observations, 2/hour in all teaching stations	Random Sample Schools
3. Likert Scale of Organizational Characteristics	Questionnaire given to faculty	Random Sample Schools
4. Organizational Norms Profile	Questionnaire given to faculty	Random Sample Schools
5. Student Perceptions	Questionnaire, 40% random sample of students	Random Sample Schools
6. Adequacy of Oregon Small Schools Program Dissemination Activities	Data collected by the OSSP	Project Director

SECTION I

USE OF METHODOLOGY

SECTION I

SUMMARY - METHODOLOGY USED IN SECONDARY SCHOOLS

The data collected on the practices currently practiced in the OSSP schools, supported by the observations made by the evaluative team and the statements made by students, suggests the following as generally descriptive of a "typical" day which would be experienced by a student.

He will be attending a school which operates on a 7 or 8 period day and he has about a 40% chance that during one of those periods he will be allowed to have some choice as to the educational activity he will be pursuing.

He can expect that his teachers will lecture or conduct a question-answer session in class somewhat less than is normal in school classrooms -- about 22% of the time. Close to 30% of his time will be activity oriented, working on a shop project, doing a laboratory exercise, practicing cooking or sewing, engaged in a P.E. group or individual sport, etc. He will spend one-fourth of his time in class reading from his text or working on an assignment. The teacher will be in the room but will not be actively working with him. He will spend about 8% of his time engaged in small group discussion even though his class size may be of a size which lends itself to this instructional mode.

He will spend about 3% of his time in independent study and will work on a one-to-one basis with his teachers or other students a little less than 10% of his time.

His teachers will rarely use instructional media other than a film. On the average he can expect to see a film once or twice a week.

If you were to ask him about his reactions to his school experience

he would tell you that his teachers are talking in the classroom more than half the time (he is somewhat stretching the facts here, if our observations are accurate), that he only engages in small group discussion ten percent or less of the time (observations agree) and that he usually gets individual attention when he needs it. He says that more often than otherwise, one textbook is the major source of information available to him. He feels that his classes usually require a good combination of memory and independent reasoning.

He doesn't feel the school is giving him much help in discovering his individual interests, but feels quite strongly that what is included in the curriculum will be helpful after he graduates. He says that he is quite satisfied with the subjects he takes. He doesn't recognize the classes as very often relating the content to the world of work and more often than not has not heard much or at all about "Career clusters."

He suggests that if the instructional goals were made very clear the teacher would need to be present in class one-half or less of the time.

Over all, he likes his school, in fact, is likely to give it his strong approval.

REPORT OF ON-SITE OBSERVATIONS OF INSTRUCTIONAL PRACTICES

Procedure: The project evaluators made an on-site visit to ten randomly selected secondary schools. An observation was made twice each hour in every teaching station in the school. A judgment was made during each observation as to the teaching strategy or methodology being utilized by the teacher.

Four major areas were identified on the observation form (Appendix A):

I. Teacher Oriented: Instruction which is teacher centered. The students in a passive, receiving role.

II. Student Oriented: Instruction in which the student was active. The teacher involved as a participant or helper.

III. Independent Study: Students obviously working independently on work other than a typical lesson assignment. Teacher, possibly, available on call.

IV. One-one Relationship: A learning situation in which a teacher or student was working in a one-to-one relationship with a student. This may have been in a "class" setting or in a resource center, library or teacher office.

Each of the four general categories was further broken down as follows:

Teacher Oriented Instruction

1. Lecture: Teachers giving a formal presentation to the class.
2. Film: Class observing, as a group.
3. Question-Answer: Teacher directed questions, generally to one student, or requiring response by one student. This category does not include use of the inquiry method or questions to be followed by group reaction or discussion.

4. Use of Other Media: Records, film strip, video tape, etc.

Student Oriented Instruction

1. Small Group Discussion: A group discussion involving all students with the teacher. Teacher obviously a part of the group.
2. Class Study: Students working on a class assignment, reading or writing individually, with minimum or no involvement with the teacher or with each other.
3. Project Activity: Students engaged individually or with each other in activities such as P.E., shop project, cooking or sewing, art project, etc. Teacher supervised.
4. Panel or Student Presentations: Presentation to the class by an individual student or a group of students.
5. Other Activities: Simulation game, problem solving, reading aloud, role-playing.

Independent Study:

1. Self-instructional Material: Use of learning packages, programmed instructional material, etc.
2. Independent Study Project: Students identified as engaged in such a project either in the classroom or resource center, etc.
3. Socialization: Students engaged in socializing in area other than the classroom.

One-to-One Relationship

1. Teacher-Student: Student working on an individual basis with a teacher.

2. Student-Student: Students working on an assignment together or one student in a tutorial role.

A total of 540 observations were made in the ten secondary schools. The following table tabulates the results.

TABLE II

INSTRUCTIONAL METHODOLOGY OBSERVATIONS
(Secondary Schools)
N=540

Methodology	# Times Observed	% of Total N	
Category: Teacher Oriented			
Lecture	64	11.9	
Film	11	2.0	
Question-answer	41	7.6	
Other media	4	0.7	
Total % Teacher Oriented			22.0
Category: Student Oriented			
Small group discussion	41	7.6	
Class study	131	24.3	
Student presentations	6	1.0	
Project activity	155	28.7	
Other activity	21	3.9	
Total % Student Oriented			65.6
Category: Independent Study			
Self-instructional material	3	0.6	
Independent study	12	2.2	
Socialization	3	0.6	
Total Independent Study			3.3
Category: One-one Relationship			
1. Teacher-student	36	6.7	
2. Student-student	12	2.2	
Total One-one Relationship			8.9

REPORT ON STUDENT PERCEPTIONS RELATED TO INSTRUCTIONAL METHODOLOGY
(Secondary Schools)

Five questions directed to students (Student Assessment Form, Appendix B) relate directly to their perceptions of instructional methodology being employed by teachers. Approximately 460 students responded to the questionnaire.

The five questions and student responses are as follows:

16. Looking at your classes as a whole, what percentage of the classroom time would you say that your teacher is talking? (N=464)

	#	%
A. 10% or less	5	1.0
B. 20-40%	118	25.4
C. 50-75%	256	55.2
D. 90% or more	85	18.3

17. What percent of your time in class is spent in small groups (7-15 students) where students discuss subjects; exchanging their thoughts? (N=461)

A. 60% or more	59	12.8
B. About 50%	93	20.2
C. Around 10-20%	252	54.7
D. Never	57	12.4

18. In your subjects, how would you classify the source of information covered by the teacher and given to you in assignments? (N=469)

A. A mixture of different resources	182	38.8
B. Mostly from one textbook	211	44.9
C. All from one textbook	44	9.4
D. Up to us to find out	32	6.8

19. Do you receive individual attention from your teachers? (N=461)

A.	Always when you need it	247	53.6
B.	About half the time when I need it	59	12.8
C.	Some of the time	141	30.6
D.	Never	14	3.0

20. If teachers were to tell you exactly what it is they wanted you to do for their subjects, how much time would the teacher need to spend in class? (N=460)

A.	All the time	47	10.2
B.	About 75%	78	16.9
C.	About 50%	154	33.5
D.	Just be there occasionally to answer questions	181	39.3

REPORT ON SURVEY OF INNOVATIVE PRACTICES

SECONDARY SCHOOLS

Each of the schools which were participating members of the Oregon Small Schools Program responded to a survey which was designed to identify the extent to which the schools had implemented a variety of practices that are generally recognized as a departure from "traditional" practice.

The survey was divided into five categories:

1. Organization: Variations in scheduling, use of time and personnel.
2. Facilities: Use of instructional areas for other than traditional classroom instruction.
3. Methodology: The extent, by subject matter area, of the use of a variety of instructional modes.
4. Support Programs: In-service for staff, decision-making designs.
5. Career Cluster Programs: To what extent have such programs been implemented into the curriculum.

A clarification and definition of the terms used in the survey is included in the Appendix C of this report.

TABLE III

SURVEY OF INNOVATIVE PRACTICES
(Secondary Schools)
N=54

I. CATEGORY: ORGANIZATION

ITEM	# SCHOOLS	%
1. Modular Schedule	4	0.7
a. Computer built	-	-
b. Manually built	4	-
2. Scheduling Variations	47	87.0
a. Block	7 (of 47)	14.9
b. 7-8 period day	42 (of 47)	89.0
c. Other	5 (of 47)	10.6
3. Unstructured Time for Students	23	42.6
a. All students	6 (of 23)	26
b. Some students	17 (of 23)	74
4. Differentiated Staff	6	0.11
5. Use of Teacher Aides	36	66.6
a. # Adult Aides	36	-
b. # Student Aides	426	-
6. Use of Student Tutors	31	57.4
a. # of tutors	186	-

ITEM	# SCHOOLS		%
7. Use of Other Than Year Long Courses	43		79.6
a. Semester courses	39	(#488)	-
b. Six or nine week courses	15	(#212)	-
c. Mini-courses	7	(# 31)	-
8. Special Grading or Credit Arrangements	18		33.3
9. Special Grade Reporting Methods	7		13

TABLE IV

II. CATEGORY: FACILITIES

ITEM	# SCHOOLS		%
1. Resource Centers	22		40.7
a. All instructional areas	4	(of 22)	18
b. Some instructional areas	18	(of 22)	82
2. Specialized Instructional Areas	14		25.9
3. Specially Designed Large Group Areas	7		13
4. Specially Designed Small Group Areas	8		14.8
5. Other Unique Instructional Areas	3		5.6

TABLE V

III. CATEGORY: METHODOLOGY

1. SUBJECT AREA	LEARNING PACKAGES				TEAM TEACHING		LARGE GROUP		SMALL GROUP		OPEN LAB		INDEPENDENT STUDY	
	# Schls	%	# Teach	Pkgs.	# Schls	%	# Schls	%	# Schls	%	# Schls	%	# Schls	%
Language Arts	5	9.3	3	27	10	18.5	10	18.5	17	31.5	2	3.7	11	20.4
Social Studies	2	3.7	3	10	10	18.5	11	20.4	13	24	-	-	12	22
Science	4	7.5	3	9	2	3.7	9	16.6	12	22	12	22	13	24
Math.	8	14.8	8	119	4	7.5	8	14.8	13	24	4	7.5	17	31.5
Business	7	12.9	-	-	1	1.8	5	9.3	8	14.8	8	14.8	11	20.4
Home Ec.	1	1.8	-	-	1	1.8	4	7.5	10	18.5	5	9.3	6	11
Vocational	5	9.3	10	129	3	5.6	3	5.6	8	14.8	8	14.8	8	14.8
Performing Arts	-	-	-	-	1	1.8	2	3.7	4	7.5	2	3.7	3	5.6
Foreign Language	1	1.8	3	3	-	-	3	5.6	6	11	4	7.5	7	12.9
Physical Ed.	-	-	-	-	6	11	11	20.4	8	14.8	-	-	2	3.7
Fine Arts													1	1.8
Bible					1	1.8								

ITEM	# SCHOOLS	%
2. Television	23	42.6
a. Closed circuit	6	-
b. VTR	15	-
3. Work Experience Programs	27	50.0
4. Special Programs (See Appendix E)		

TABLE VI

IV. CATEGORY: SPECIAL SUPPORT PROGRAMS

ITEM	# SCHOOLS	%
1. Planned In-service Programs Involving:	37	68.5
a. Released time for staff	22	40.7
b. Extended contracts	10	18.5
c. District support of classes	10	18.5
d. Other (See Appendix G)	8	14.8
2. Decision Making Designs	31	57.4
a. Staff only	6 (of 31)	19.4
b. Staff and students	9 (of 31)	29.0
c. Staff and community	1 (of 31)	3.0
d. Students only	3 (of 31)	9.6
e. Students and community	2 (of 31)	6.5
f. Staff, students and community	10 (of 31)	32.0

ITEM	# SCHOOLS	%
3. Use of Systems Analysis	2	3.7
a. For total operation	-	-
b. Special project	2	-
V. Implementation of Career Cluster Program	10	18.5

CONCLUSIONS - METHODOLOGY

SECONDARY SCHOOLS

A major objective of the OSSP is to assist small schools capitalize on their relatively low pupil-teacher ratio, and, thereby, initiate and implement the individualization of instruction.

In order to assist schools meet this objective, we suggest that the components of an individualized program be determined and defined by the OSSP. The resources of the project can then be directed to encourage and assist small schools implement these components so as to move steadily toward an individualized program.

It is our judgment that a program of individualized instruction calls for widespread changes in almost every aspect of the organization and operation of a school. To us, such a program of individualized instruction is based on these assumptions:

1. Each student brings to any learning situation a unique set of values, competencies, and knowledges.
2. Each student has a rate of learning which may be different from others.
3. Each student has a learning style which works best for him.
4. Each student has specific needs which may vary from the needs of others.

A program of individualized instruction recognizes and accepts these assumptions and attempts to so organize the instructional setting to accommodate these needs.

In a briefer form: A program of individualized instruction attempts to make the appropriate learning situation available to each child at the appropriate time.

Since schools have been organized on a "group" basis, the implementation of a program of individualized instruction calls for wide spread and pervasive changes in the long accepted organization and operation of schools.

We suggest, then, that it is appropriate to divide the total operation of a school into three categories: curriculum, organization, and the behaviors of people in the system. Schools moving toward a program of individualized instruction need to make substantial changes in each of these areas.

It is evident from the data that secondary schools in the OSSP have implemented to varying degrees components of an individualized program. It is, as could have been predicted, a very "jagged front," both within each school program and among the schools collectively.

Perhaps the greatest contribution the OSSP could make would be to develop a description or a model of schools which are "individualized" and then help each school develop a long range program of implementation.

The resources of the OSSP could then be directed toward providing schools with the assistance needed.

Comments on Instructional Methodology Observations

The evaluators found several prevelant situations which we feel should be specifically called to the attention of the OSSP.

1. The extent to which teachers utilize strictly teacher oriented instruction is somewhat below the averages found in other studies. Some reports place this areas as high as 70-80% of the time. All we know about show teachers spending more than 50% of their time making presentations. The 22% we observed,

is in our judgment a realistic and appropriate proportion.

2. The fact that we observed students spending 25% of their classroom time working on assignments with no evident interaction with the teacher or each other should be particularly noted. We would recommend that the OSSP explore with small schools whether or not this is the most productive type of learning activity.
3. We were particularly surprised to find little evidence of the use of media. We do not know whether this is due to its not being available or a lack of training on the part of teachers.
4. The relatively small use of small group process would seem to indicate that attention needs to be given to this area in future OSSP activities.

It was beyond the scope of this evaluation to determine every component of an individualized program and gather data from all of the schools as to the extent these components have been implemented.

Rather, essential elements in the areas of curriculum, organization, and teacher and student behavior were identified and data were collected which will give the OSSP baseline data against which future evaluations can determine whether or not its activities are causing small schools to increasingly implement the various components of a program of individualized instruction.

TABLE VII

SURVEY OF INNOVATIVE PRACTICES
(Elementary Schools)
N=41

I. CATEGORY: ORGANIZATION

ITEM	# SCHOOLS	%
1. Modular Schedule	8	19.5
a. Computer built	-	-
b. Manually built	8	-
2. Scheduling Variations	23	56
a. Block	10 (of 23)	43.5
b. 7, 8, and 10 period day	12 (of 23)	52
c. Other	5 (of 23)	21
3. Unstructured Time for Students	11	26.8
a. All students	6 (of 11)	54.5
b. Some students	5 (of 11)	45.5
4. Differentiated Staff	5	12.2
5. Use of Teacher Aides	33	81.2
a. # Adult aides	55	-
b. # Student aides	131	-
6. Use of Student Tutors	29	70.7
a. # of tutors	57	-

ITEM	# SCHOOLS		%
7. Use of Other Than Year Long Courses	10		24.4
a. Semester courses	3	(# 4)	-
b. Six or nine week courses	9	(#17)	-
c. Mini-courses	1	(# 5)	-
8. Special Grading or Credit Arrangements	3		7
9. Special Grade Reporting Methods	20		48.8

TABLE VIII

II. CATEGORY: FACILITIES

ITEM	# SCHOOLS		%
1. Resource Centers	15		36.6
a. All instructional areas	7 (of 15)		46.6
b. Some instructional areas	8 (of 15)		53
2. Specialized Instructional Areas	6		14.6
3. Specially Designed Large Group Areas	-		-
4. Specially Designed Small Group Areas	5		12
5. Other Unique Instructional Areas	2		4.9

TABLE IX

III. CATEGORY: METHODOLOGY

1. SUBJECT AREA	LEARNING PACKAGES				TEAM TEACHING		LARGE GROUP		SMALL GROUP		OPEN LAB		INDEPENDENT STUDY	
	# Schls	%	# Teach	Pkgs.	# Schls	%	# Schls	%	# Schls	%	# Schls	%	# Schls	%
Language Arts	6	14.6	-	-	2	4.8	4	9.8	12	29	-	-	6	14.6
Social Studies	-	-	-	-	-	-	6	14.6	6	14.6	-	-	6	14.6
Science	3	7	-	-	3	7	8	19.5	5	12	-	-	8	19.5
Math.	3	7	-	-	2	4.8	6	14.6	7	17	-	-	8	19.5
Business	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Home Economics	-	-	-	-	-	-	1	2.	-	-	-	-	1	2.
Vocational	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Performing Arts	-	-	-	-	1	2.	2	4.8	-	-	-	-	1	2.
Foreign Language	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Physical Ed.	-	-	-	-	3	7.	9	21.9	2	4.8	-	-	1	2.
Reading	-	-	-	-	1	2.	-	-	3	7.	-	-	-	-
Phonics	-	-	-	-	-	-	-	-	1	2.	-	-	-	-

ITEM	# SCHOOLS	%
2. Television	17	41.
a. Closed circuit	3	-
b. VTR	5	-
3. Work Experience Programs	2	4.9
4. Special Programs	-	-

TABLE X

IV. CATEGORY: SPECIAL SUPPORT PROGRAMS

ITEM	# SCHOOLS	%
1. Planned In-service Programs Involving:	18	43.9
a. Released time for staff	15	36.6
b. Extended contracts	5	12.
c. District support of classes	10	24.
2. Decision Making Designs	22	53.7
a. Staff only	11 (of 22)	54.5
b. Staff and students	1 (of 22)	4.5
c. Staff and community	3 (of 22)	13.6
d. Students only	1 (of 22)	4.5
e. Students and community	1 (of 22)	4.5
f. Staff, students and community	4 (of 22)	18.2

ITEM	# SCHOOLS	%
3. Use of Systems Analysis	4	9.8
a. For total operation	1	-
b. Special project	3	-
V. IMPLEMENTATION OF CAREER CLUSTER PROGRAM	1	2.4

REPORT AND CONCLUSIONS ON DATA FROM ELEMENTARY SCHOOLS

SECTION I: CLASSROOM OBSERVATIONS

The format for making observations of classroom methodology was inappropriate for use in self-contained classrooms and as well, a one-day on-site visit did not allow sufficient time to make such observations in both the secondary and elementary schools in the district.

Some observations were made, but unfortunately, they are not in enough quantity or detail to enable a valid report.

SECTION II: SURVEY OF INNOVATIVE PRACTICES
(With comparisons to secondary practices)

Several trends are apparent from the data reported by the elementary schools.

CATEGORY I: ORGANIZATION

1. Twenty-three of the 41 schools surveyed (56%) report some movement away from a standard or traditional schedule.
2. Of particular interest is that one in four of the schools report that at least some students have unstructured time during the school day. Forty-three percent of the secondary schools in the same districts report unstructured time for students.
3. There is extended use of teacher aides; better than 80% report their use compared to 67% of the secondary schools. The secondary schools (as could be expected) make more use of students in this category: 426 students in the secondary schools compared to 131 in the elementary.

4. Use of student tutors is more extensive in the secondary in terms of numbers, 186 to 57; however, more elementary schools use student tutors, 71% of elementary schools compared to 57% of the secondary schools. Many of the student tutors used in the elementary schools are secondary school students.
5. Shorter range courses (less than a year) are much more extensively used in secondary schools (80% secondary compared to 24% elementary).
6. The elementary schools report more extensive use of special grade reporting systems (49%) compared to 13% in the secondary schools.

CATEGORY II: SPECIAL FACILITIES

Both secondary and elementary report a growing use of resource centers, 40% for secondary schools and 37% for elementary.

CATEGORY III: METHODOLOGY

As might be expected, with the degree to which elementary schools utilize the self-contained classroom, the extent to which they use the practices identified in this category is somewhat less then secondary schools.

CATEGORY IV: SPECIAL SUPPORT PROGRAMS

1. It is interesting to note that a somewhat higher percentage of the secondary schools report planned in-service programs for staff. Sixty-eight percent of secondary schools compared to 44% of the elementary, even though these schools are from the same

school districts. This may reflect the fact that the secondary schools have had three years involvement with the OSSP and this is the first year for the elementary schools.

2. The comparison of the extent to which the elementary and secondary schools utilize decision making designs involving staff, students, and community is also of interest. The number involved (57% secondary and 54% elementary) is comparable. About half of the elementary schools have extended the decision making process to the staff only, whereas the secondary schools have involved some combination of staff, students, and community in 80% of the cases. This probably reflects the previous work of the OSSP as well as the age level of the students.

SECTION II

IMPLEMENTATION

OF

OREGON BOARD OF EDUCATION OBJECTIVES

SECTION II

SUMMARY: STUDENT PERCEPTIONS ON IMPLEMENTATION OF THE OREGON BOARD OF EDUCATION OBJECTIVES

If one were to talk to students in one of the project schools about how they see the efforts of their school to implement the Oregon Board of Education objectives, the chances are that they would answer as follows:

They would likely say that they have an opportunity to practice self-discipline in the classroom. One of four would say that they have the chance during the noon hour or other non-class time. Interestingly enough, only one out of eight would identify extra-curricular activities as an area in which they can practice self-discipline.

The majority would say that teachers and counselors talk to them about self-discipline from time to time.

Half of them would tell you that they seldom if ever recognize that the school is making an effort to help them discover their individual interests. The rest would say the school often helps them do so.

They say that an effort is being made in all of their classes in the study of environmental conditions.

When asked if the school curriculum is dealing with their future interests in the world of work, 70% feel that half or more of the content will be helpful.

When the question is broadened to ask if their instruction is relevant to their real life concerns, 80% would say that half or less of what they learn has relevancy.

About 90% of the students say that examples from the world of work are used in their class less than half of the time.

Most of the students (80%) have heard about "clusters of occupational choice." About 70%, however, say that the career cluster concept is seldom or never discussed by their teachers.

REPORT ON IMPLEMENTATION OF OREGON BOARD OF EDUCATION OBJECTIVES

The Oregon Board of Education publication, Career Education in Oregon (May 15, 1970) identifies the Instruction-related priorities of the Oregon Board of Education. A broad, general objective is stated for each of the priorities. Since these objectives were not intended to be stated in performance terms, judgments had to be made as to appropriate data to collect which would reasonably measure the extent to which schools were implementing practices related to the Oregon Board of Education objectives.

The data collected were based on the following statement from the Oregon Board of Education publication cited above:

> "The public schools in Oregon are responsible for providing every young person with educational opportunities that will enable him to develop to his full potential. The Oregon Board of Education has interpreted this to mean that schools have a three-fold objective: to help young people (a) discover their individual interests and abilities, (b) explore the many avenues of productive activity that might challenge and enlarge their individual talents, and (c) learn the wise exercise of freedom of choice, self-direction, self-discipline, and responsibility."

A series of questions were developed relating to these objectives and were directed to a sampling of students in the randomly selected schools. The intent was to determine from student responses the extent to which they perceive that the practices of the school are related to the Oregon Board of Education objectives.

TABLE XI

STUDENT RESPONSES TO QUESTIONS RELATED TO

OREGON BOARD OF EDUCATION OBJECTIVES

N=460

CATEGORY I:

Questions related to the development of self-discipline, self-direction, freedom of choice and development of responsibility.

1. In what areas do you have an opportunity to practice self-discipline? List 3.

   Of a possible 1400 responses identifying areas where the students recognized they were being given an opportunity to exercise self-direction, 822 appropriate responses were identified. These have been divided into 3 major categories.

Category	# Responses	% of Total
Class or class related	542	65.9
Extra-curricular areas	102	12.4
Non-class time (lunch, after school, hallways, etc.)	178	21.6

   See Appendix E for total responses.

2. What percent of the time do teachers or counselors talk with you about self-discipline?

% Time Spent	# Responses	% of Total
0 - 15%	241	52.8
15 - 25%	143	31.4
25 - 50%	45	9.9
Over 50%	27	6.0

3. To what extent does the school make an effort to help you discover your individual interests?

Degree of Help	# Responses	% of Total
Never	38	8.4
Seldom	205	45.0
Often	176	38.7
Very often	36	7.9

CATEGORY II:

Questions related to the extent the students perceive their school program relates to "real life" and giving him direction toward developing his full potential.

1. What percent of your total class time is devoted to a study of environmental conditions?

% of Time	# Responses	% of Total
0 - 5%	97	21.4
5 - 10%	118	25.9
10 - 25%	160	35.2
More than 25%	67	14.8

2. What percent of the school curriculum is dealing with your future interests in the world of work?

Question	# Responses	% of Total
a. Most of what I have studied will be helpful and beneficial to me.	181	39.4
b. About half of what I learn will be helpful in the "real world"	144	31.3
c. Some of what I learn will be helpful	121	26.3
d. I could have done better on my own	14	3.0

3. What percent of the instruction is relevant to your real life concerns?

% of Time	# Responses	% of Total
0 - 5%	35	7.6
5 - 15%	70	15.3
15 - 25%	122	26.6
25 - 50%	143	31.2
50% or more	88	19.2

4. How often does classroom instruction use examples from the world of work?

% of Time	# Responses	% of Total
0 - 5%	40	8.7
5 - 15%	116	25.3
15 - 25%	125	27.3
25 - 50%	124	27.1
50% or more	53	11.6

CATEGORY III: Career Clusters

1. How often do teachers discuss "clusters of occupational choice"?

Degree	# Responses	% of Total
Never	80	17.7
Seldom	226	50.7
Often	122	27.4
Very often	18	4.0

CONCLUSIONS: OREGON BOARD OF EDUCATION OBJECTIVES

Many factors mitigated against the collection of data from which substantive inferences can be made. The attempt here was to try to see if students, through what was happening to them in school, had some awareness that the school was attempting to implement in some way the OBE objectives.

We would particularly call to attention the feeling of more than half of the students that the schools seldom if ever were making an effort to help them discover their individual interests and that about 80% perceive that half or less of the instruction they are receiving is related to their real concerns.

We are not suggesting that the schools are insensitive to the concerns of students or in helping them discover their interests. In fact the students' perceptions may not actually reflect the schools' efforts, but the reality for the student is what he perceives. So the question, which has been with us for a long time, is what can the school do to help the student transfer that which is included in the curriculum to his world outside of school?

The OBE objectives were subjectively stated and the students were asked to respond to a limited number of questions. These two facts give somewhat limited data on which to make recommendations. Nonetheless we would suggest:

1. The OSSP consider why more than half of the students do not see that they are discovering their individual interests.
2. How can teachers be helped to increase the students' perceptions of relevancy of the curriculum?

3. That the project define the intent of the OBE objectives related to self-discipline and further establish a position as to how a school might be organized so as to give students the opportunity to develop self-discipline and responsibility.

SECTION III

CLIMATE FOR PLANNED CHANGE

SECTION III

CLIMATE FOR PLANNED CHANGE

Rationale and Procedures

The basic assumption of this report is that organizations, schools, and people and their ability to function effectively are similar and related to those problems identified in research on organizational development and change. Organizations are constantly in a state of flux or change.

We live in a era of explosion of scientific knowledge in nearly all fields. This explosion is surfacing deepening dissatisfaction on how organizations are led or not led by management.

The classical assumption of management based on authority and obedience is being rejected.

Blake-Mouton provide three models for organizational change: (1) change by evolution, which is a brush fire approach to problem-solving, that is, solve the problems as they occur; (2) change by revolution, which causes a violent rejection of old assumptions and the destruction of existing institutions; (3) change by systematic development, which includes the elements of study, assessment, planning, implementation, and evaluation.[1*]

Operating from the assumption that school managers would prefer to choose for systematic planned change, a review of the literature suggests that there are some common elements needed in order to create an atmosphere necessary for planned change and its acceptance and support by

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*Bibliography listed at the end of this section.

those who must implement the plan. Within this framework some useful concepts have been established. First, a group or organization has structure and this structure is dependent upon the worker's, teacher's, or student's perception of the nature of communication.[2] Second, an organization or group gets its direction from its leader. The leader either causes acceptance or rejection of the organizations goals.[3,4,5] Third, an individual will support the organization's goals or the leader's goals if these goals accommodate the individual's goals and needs.[6,7,8] Fourth, an organization's ability to function depends upon the quality of its decision-making processes and upon the adequacy and accuracy of the information used.[5,p.128]

For the purpose of assessing the Oregon Small Schools Program's schools' readiness for change and factors of internal organizational health, Educational Coordinates Northwest adopted two models, one developed by Rensis Likert at the Institute for Social Research of the University of Michigan, The Profile of Organizational Characteristics; and an adaptation of a study conducted by Matthew Miles of Columbia Teachers College, the Norm Setting Profile.[15]

Permission was obtained from the Foundation for Research on Human Behavior to use Form S of the Profiles of Organizational Characteristics from Rensis Likert's science-based management systems.[5,p.4] This instrument measures the subordinates, teachers, perception of the six characteristics of organizational health; (1) leadership; (2) motivation; (3) communication; (4) decision-making; (5) goal-setting; and (6) control.

Procedures:

The subjects in this study are the teachers in the school districts

of a twenty percent random sample of the school districts in the Oregon Small Schools Program. Each school in the OSSP was given a number ranging from one to fifty-five and a twenty percent sample was selected from a table of random permutations.[10]

A letter was sent to the superintendent of schools and the building principals of each of the secondary and elementary schools in the randomly selected districts arranging for an on-site visit by an Educational Coordinates staff member. During a staff meeting of all the teachers in the selected school districts, the E.C. staff member explained the purpose of the visitation and asked for the cooperation and help of each member. Each teacher was then given two instruments to complete; the Likert Organizational Characteristics Profile and the Norm Setting Profile. The teachers were told they were not required to complete the instruments or put their name on the instruments. In all cases 100% of the teachers present in the selected school districts completed the two instruments. Approximately 99% of all staff members were present at these meetings.

The Profiles of Organizational Characteristics questionnaire items were answered on a twenty-point Likert-type scale with a non-standard set of answer alternatives. However, each of the answer alternatives falls within a scale ranging from what Rensis Likert calls a "system one" form of management style to a "system four" management style.

REPORT AND ANALYSIS OF PROFILE OF ORGANIZATIONAL CHARACTERISTICS

The first three questions of the Profile of Organizational Characteristics Form S (See Table XII) assess the subordinates' perception of the leadership processes used by administrators in the Oregon Small Schools Program. The three questions measuring the leadership characteristics of OSSP administrators finds the teachers perceive that the administrators have a "substantial amount" of trust and confidence in the teachers (question one) and the teachers return this expression of trust and confidence by feeling "quite free" to talk to their superiors about their job (question two). Question three indicates teachers' ideas are sought and used "often" but not at the same level as questions one and two. In fact, the mean of question three is the lowest of the three on leadership. In other words, preliminary evidence appears to indicate the OSSP administrators trust and listen to their teachers to a higher degree than they actually seek and use teachers' ideas.

Question four, five, and six assess the teachers' perception regarding three factors of motivation. Question four finds that OSSP administrators use a system of mainly "rewards" to motivate teachers with "some punishment" and "some involvement." Questions five and six were responded to at the same level as question four. The responses to this section by teachers indicate that OSSP administrators appear to be consistent in their motivational strategies.

Four factors of communication are assessed by question seven, eight, nine, and ten. The teachers' response indicated information in the organization tended to flow "down and up" and that downward communication was accepted "with caution." Question nine indicated upward communication

is "often accurate" which implies, at the worst, it is quite often not accurate; at the best, information is often withheld. The lowest of the four factors on communication find superiors know "quite well" the problems faced by subordinates. However, this indicies appears to be significantly lower than the other three factors of communication.

Questions eleven, twelve, and thirteen assess three factors of decision-making. In response to question number eleven, teachers feel decisions are made by "board policy at the top" with "more delegation" and they are "generally consulted" in decisions related to their work. Teachers indicated the decision-making process made "some contribution" to motivation.

Goal emphasis was assessed by questions fourteen and fifteen. Generally, teachers indicated organizational goals were established "after discussion by orders" and there was "some resistance" to goals.

The last three questions of the Profile of Organizational Characteristics assess the factors of organization "control." In question number sixteen teachers identified control and review functions as a level of "moderate delegation to lower levels." Question seventeen identifies that "sometimes" there is an informal organization resisting the formal organization.

It is rather interesting to note that question eighteen had to be invalidated because educators did not understand the concept of "What are cost, productivity, and other control data used for?"

FORM S

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

This questionnaire was developed for describing the management system or style used in a company or one of its divisions.

In completing the questionnaire, it is important that each individual answer each question as thoughtfully and frankly as possible. This is not a test; there are no right or wrong answers. The important thing is that you answer each question the way you see things or the way you feel about them.

INSTRUCTIONS

1. On the line below each organizational variable (item), please place an *N* at the point which, *in your experience*, describes your organization at the present time (*N* = now). Treat each item as a continuous variable from the extreme at one end to that at the other.

2. In addition, if you have been in your organization one or more years, please also place a *P* on each line at the point which, *in your experience*, describes your organization as it was one to two years ago (*P* = previously).

3. If you were not in your organization one or more years ago, please check here ____ and answer as of the present time, i.e., answer only with an *N*.

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TABLE XII

PROFILE OF ORGANIZATIONAL CHARACTERISTICS

N = Number
M = Mean
SD = Standard Deviation

Organizational variables	SYSTEM 1	SYSTEM 2	SYSTEM 3	SYSTEM 4	*Item no.*
How much confidence and trust is shown in subordinates?	N = 238 M = 13.50 SD = 2.81 Virtually none	Some	Substantial amount X	A great deal	1
How free do they feel to talk to superiors about job?	N = 242 M = 14.79 SD = 3.62 Not very free	Somewhat free	Quite free X	Very free	2
How often are subordinate's ideas sought and used constructively?	N = 236 M = 12.72 SD = 3.53 Seldom	Sometimes	Often X	Very frequently	3
Is predominant use made of 1 fear, 2 threats, 3 punishment, 4 rewards, 5 involvement?	N = 226 M = 14.05 SD = 4.33 1, 2, 3, occasionally 4	4, some 3	4, some 3 and 5 X	5, 4, based on group	4
Where is responsibility felt for achieving organization's goals?	N = 239 M = 13.67 SD = 3.95 Mostly at top	Top and middle	Fairly general X	At all levels	5
How much cooperative teamwork exists?	N = 240 M = 14.08 SD = 3.24 Very little	Relatively little	Moderate amount X	Great deal	6
What is the usual direction of information flow?	N = 235 M = 13.10 SD = 3.99 Downward	Mostly downward	Down and up X	Down, up, and sideways	7
How is downward communication accepted?	N = 238 M = 14.73 SD = 2.85 With suspicion	Possibly with suspicion	With caution X	With a receptive mind	8
How accurate is upward communication?	N = 238 M = 14.29 SD = 2.97 Usually inaccurate	Often inaccurate	Often accurate X	Almost always accurate	9
How well do superiors know problems faced by subordinates?	N = 242 M = 12.16 SD = 3.77 Not very well	Rather well	Quite well X	Very well	10
At what level are decisions made?	N = 240 M = 10.57 SD = 4.93 Mostly at top	Policy at top, some delegation	Broad policy at top, more delegation X	Throughout but well integrated	11
Are subordinates involved in decisions related to their work?	N = 242 M = 13.52 SD = 3.48 Almost never	Occasionally consulted	Generally consulted X	Fully involved	12
What does decision-making process contribute to motivation?	N = 241 M = 13.80 SD = 3.68 Not very much	Relatively little	Some contribution X	Substantial contribution	13
How are organizational goals established?	N = 239 M = 13.11 SD = 3.87 Orders issued	Orders, some comments invited	After discussion, by orders X	By group action (except in crisis)	14
How much covert resistance to goals is present?	N = 236 M = 13.29 SD = 3.35 Strong resistance	Moderate resistance	Some resistance at times X	Little or none	15
How concentrated are review and control functions?	N = 230 M = 12.64 SD = 3.94 Very highly at top	Quite highly at top	Moderate delegation to lower levels X	Widely shared	16
Is there an informal organization resisting the formal one?	N = 240 M = 13.69 SD = 3.78 Yes	Usually	Sometimes X	No----same goals as formal	17
What are cost, productivity, and other control data used for?	This question was not used in the assessment Policing, punishment	Reward and punishment	Reward, some self-guidance	Self-guidance, problem-solving	18

REPORT AND ANALYSIS OF ORGANIZATIONAL NORM PROFILE

The Organizational Norm Profile consisted of a series of eight questions (see Table XIII) with a non-standard set of answer alternatives. One question allowed the respondent to comment or share an idea that would improve education in the school system outside of his classroom. The first five questions are a replica of a study on the development of innovative climates in educational organizations.[15,p.19] The last three questions of the Organizational Norm Profile assess the "cosmopolitanization" of the organizations. One of the most important findings on organizational norms clearly states the cosmopolitan (i.e., the person who has experienced an allegiance to a number of systems) is more likely to be innovative than the "local" who has a provincial perspective.[15,p.19]

Question number one (see Table XIII) of the Organizational Norm Profile found that 26.6% of the OSSP teachers felt the school gave no rewards for innovative teaching efforts. Another 26.6% identified "recognition" as a means of reward and 2.3% said innovation was rewarded with more money. Less than half or 44.6% of the teachers said they were given support and help.

In responding to question two, 52.7% identified as of "considerable importance" the need to make major changes, and 24% responded "urgent." Twenty-two percent saw the need as of "some importance." Two percent saw no need for major innovations.

Question three is a series of three questions intending to get at what happens to creative ideas and how are they communicated and to whom are they communicated. The first question asks teachers if they have had an idea recently which would improve education in the school system

outside of their own classroom. Well over half of the teachers responded "yes" (56.8%). The next question asked, "Did you talk to anyone about your idea?" Eight point eight percent said "no" they did not talk to anyone about their idea, while 33.6% said they talked to "another teacher" and 50.4% talked to "another teacher and the principal." Only 7.3% talked just to "the principal."

The third part of the question asked, "If you did talk to someone, what happened to your idea?" Fifteen percent said "nothing came of it;" 16.8% said "I don't know what happened;" 32% said "some interest, but nothing happened;" and 36% said "some action was taken on the idea."

The last three questions assess the cosmopolitan factor in OSSP schools. In question number four 29.5% of the teachers "never" get to observe another teacher in this school; 49.4% said "seldom;" 17.7% responded "often;" and 3.4% said "very often."

The next question was, "How often do you have an opportunity to observe another teacher in another school district as he teaches?" Fifty-six point three percent said "never;" 40.9% responded "seldom;" 2.9% said "often;" and zero responses to "very often."

"In how many school districts have you worked before coming here?" Seventeen percent responded to "none;" 32.2% said "one;" 23.3% responded "two;" 10% said "three;" and 16% "four or more."

TABLE XIII

SMALL SCHOOLS PROGRAM ASSESSMENT

1. How does this school district reward teachers for innovative teaching efforts? (N=222)

A. Not at all	B. More money	C. Recognition	D. Support and help
N=59 26.6%	N=5 2.3%	N=59 26.6%	N=99 44.6%

2. How important do you think it is to make major changes in our educational system? (N=237)

A. Little importance	B. Some importance	C. Considerable importance	D. Urgent
N=2 1%	N=53 22.4%	N=125 52.7%	N=57 24%

3. Have you had an idea recently which would improve education in the school system outside of your own classroom? (N=241)

A. Yes	B. No
N=137 56.8%	N=104 43.2%

Did you talk to anyone about your idea? (N=137)

A. No	B. Another teacher	C. Another teacher and the principal	D. The principal
N=12 8.8%	N=46 33.6%	N=69 50.4%	N=10 7.3%

If you did talk to someone, what happened to your idea? (N=125)

A. Nothing came of it	B. I don't know what happened	C. Some interest, but nothing happened	D. Some action was taken on the idea
N=19 15.2%	N=21 16.8%	N=40 32%	N=45 36%

Please share the idea: _____

_____

_____

4. How often do you as a teacher have an opportunity to observe another teacher in this school as he teaches? (N=237)

A. Never	B. Seldom	C. Often	D. Very often
N=70 29.5%	N=117 49.4%	N=42 17.7%	N=8 3.4%

5. How often do you as a teacher have an opportunity to observe another teacher in another school district as he teaches? (N=240)

A. Never	B. Seldom	C. Often	D. Very often
N=135 56.3%	N=98 40.9%	N=7 2.9%	N=0

6. In how many school districts have you worked before coming here? (N=227)

A. 1	B. 2	C. 3	D. 4 or more	E. None
N=73 32.2%	N=53 23.3%	N=23 10.1%	N=38 16.7%	N=40 17.6%

DISCUSSION OF THE ORGANIZATIONAL NORM PROFILE and THE ORGANIZATIONAL CHARACTERISTICS PROFILE

The basic assumption behind any management or administrative system is to create an atmosphere where the goals and objectives of the organization are met with a minimum expenditure of resources in order to cause maximum amount of productivity.

At this time it may be appropriate to review the objectives of the OSSP to which the OSSP administrators are committed to implement in their schools (see Table XIV).

A review of Section I should provide the reader with some insights in regards to the extent which OSSP administrators have managed to implement the OSSP objectives. If the reader views the acceptance and implementation of the OSSP objectives as being extensive then the present administrative style or system is the most appropriate. If, on the other hand, the reader views the acceptance and implementation of the OSSP objectives as something less than extensive or less than moderately extensive, then a review of the existing organizational characteristics and norm-setting procedures is appropriate.

For the purposes of stimulating discussion among the OSSP administrators the following comments will: (1) assume OSSP objectives have not been met to the maximum extent possible, and (2) OSSP administrators would like to improve the state of organizational health and the rate of implementation of OSSP goals and objectives.

Question one, two, and three of the Organizational Characteristics Profile (OCP), Table XII, indicate a "substantial" amount of trust and "confidence" between teachers and administrators which is appropriate.

However, several questions must be asked. In light of the organization's ability to meet its own objectives and the objectives of the OSSP, is this apparent good level of trust and confidence built around a "if you don't bother me I won't bother you" concept? Or is the trust and confidence built around a dynamic organizational system that readily evaluates and accepts appropriate change?

A further review of question three of the OCP and questions two and three in the Norm Setting Profile (NSP) finds in both cases teachers indicate they feel they have good ideas, but one-third of the teachers don't talk to the principals about the ideas and one-half of the teachers talk to the principal and another teacher. This evidence is further substantiated by the fact that the OCP reveals that administrators listen to and trust their teachers but don't use their ideas (see Table XII, question 3). The NSP, Table XIII, revealed 60% of the teachers who had an idea and shared the idea perceived "nothing came of it" or "I don't know what happened" or "some interest, but nothing happened."

As the reader reviews selective questions on the OCP, Table XII, one might note an interesting pattern when comparing questions number 7, 11, 14, 15, and 17. In these questions teachers indicate communication takes place"up and down" but decisions are made "at the top with some discussion", and there is resistance to organizational goals. Sometimes there is even an informal organization resisting the formal organization.

In effect, then, the organizational climate in OSSP schools seems to be one that does not cause teachers to communicate ideas into a supportive and receptive system. It appears to be an environment that causes top down decisions which create some resistance to organizational

goals. The organizational norms in the OSSP schools appear not to be receptive to teacher's ideas and suggestions.

If this is an accurate picture of OSSP school organization, then OSSP school administrators can expect blocking types of behavior from their staff. For example, teachers might say, "I don't innovate because the 'principal' or the 'board' or the 'superintendent' won't let me." Or they may employ such sabotage strategies as constant complaining, talking against the school in the community, or indirect and direct remarks to students, parents, or staff members. Sabotage may or may not be purposeful or planned, however it is a "coping" reaction to a system that employees perceive as somewhat inflexible and impersonal.

Questions four, five, and six of the NSP will provide some insights into the concepts of cosmopolitanization and its effect on the norms of an organization. In this case 78.9% of the teachers seldom or never get a chance to see or observe another teacher in their school. The figures also reveal that 97.2% of the teachers never or seldom get a chance to observe another teacher in another school. When the above figures are examined in light of the fact that 49.8% of the OSSP teachers have taught in none or one school before their present assignment, it is very easy to see how non-changing norms can be established. It appears OSSP schools are composed of people who have had few professional experiences outside their present position and seldom get a chance to see other professionals in their own building or other buildings teach.

For most people, "the norms are important, they serve as a blocking or facilitating feature and they channel personal choices in certain directions."[15,p.19] Over a period of time, norms become internalized as

part of the person's attitudes. This being true, the problem then becomes: (1) What type of organizational norms do OSSP school administrators want? (2) Do they want to change the norms they have now? (3) If so, how do they go about changing these norms?

The evalutors feel several very important services can be offered by the OSSP project office and its governing board. First of all, a training program should be offered to all OSSP administrators, and board members on how to create and support organizational environment that causes and supports innovation or, in this case, the acceptance of the OSSP goals and objectives. Second, establish a program that will provide for teacher visitations within their own school classrooms as well as allow and encourage teachers to visit other selected innovative programs. As part of the visitation program the administrators and the staff should build in some reasonable controls and methods for accountability which will provide for visitations with meaning. Such a visitation program might be conducted at the expense of the local district and coordinated through the OSSP in order to insure visitations to creative schools. Third, the OSSP administrators and project staff could develop a system of "rewards for deviation" to be offered to those teachers and administrators who dare to innovate. Such a system of rewards might include money to compensate for extra effort, extended contracts, special recoghition, or expense paid trips to selected conferences.

TABLE XIV

OREGON SMALL SCHOOL PROGRAM

Program Objectives: What the OSSP Tries to Do

The Oregon Small Schools Program conducts its efforts in order that the small elementary and secondary schools of Oregon which are members of the Program will

A. Increase their receptivity to new and better ideas in education,

B. Implement new programs and apply new techniques consistent with the Oregon Board of Education priority objectives and with the special needs of their districts, and

C. Obtain the resources and information necessary to carry out those innovative programs and to apply those new techniques.

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SECTION IV

DISSEMINATION PROGRAM

OF THE

OREGON SMALL SCHOOLS PROGRAM

SECTION IV

DISSEMINATION ACTIVITIES OF THE OREGON SMALL SCHOOLS PROGRAM

The dissemination activities of the OSSP include four major categories:

1. A comprehensive newsletter which is produced in enough quantity so as to be available to each classroom teacher in the project.
2. A series of workshops and conferences.
3. Copies of various materials available to schools including descriptions of innovative programs in member schools.
4. Visits to the member schools by members of the project staff.

(See Appendix K for OSSP Application for Continuation Dissemination Report.)

The Newsletter:

The newsletter is well written and produced and it is particularly commendable that adequate copies are available for all teachers in the project. There is evidence from the number of requests for materials received by the OSSP office, that the newsletter is widely read.

Recommendation:

The survey of innovative practices received from the member schools as part of the base-line data for this evaluation report includes a wide range of practices being implemented in the member schools. Each of the newsletters for the 1971-72 school year could include a list of schools engaging in a specific practice. For example, one issue could identify all of the schools using learning packages in each of the subject matter

areas. Such a compilation would give member schools information as to whom to contact or visit for more detailed information.

Conferences and Workshops:

The OSSP conducted a total of 9 conferences and workshops which were attended by approximately 850 participants. The evaluations conducted at each of the workshops showed that a substantial majority found the meetings of real vlue. It is evident that the workshops included material of interest to the participants and were effective in the dissemination of information related to the objectives of the OSSP.

Materials Prepared by the OSSP:

A variety of materials were prepared for distribution by the OSSP. The project office received a substantial number of requests for these materials which indicates the topics were timely and were meeting the needs of the schools.

Visits to Member Schools by OSSP Staff:

Approximately 20 visits were made to member schools by the OSSP staff.

The state wide nature of the project and the fact that the director is employed half-time by the project places two major constraints on his ability to increase the number of visitations.

Nonetheless, we recommend that the Advisory Committee of the OSSP consider ways to make it possible for the director to substantially increase such visitations.

There is no more effective way to establish the vital two-way communication needed in the operation of any project, and particularly

one such as the OSSP.

The writer of this evaluation report served as the director of a state wide Title III project comparable to the OSSP. This project documented that the degree to which member schools brought about change, related to the objectives of the project, was effected by their geographical distance from the project office and therefore was related to the number of times the project staff was able to visit the member schools.

We suggest, then, that if it is not possible to have more of the director's time allocated to the OSSP, that the priority of his activities be re-evaluated so that it may be possible for him to extend his visitation schedule.

APPENDICES

APPENDIX A

SMALL SCHOOLS PROGRAM ASSESSMENT
CLASSROOM OBSERVATIONS

SCHOOL _____ N _____

I. Teacher Oriented

	1	2	1	2	1	2
Lecture						
Film						
Question-Answer						
Media						
Other						

II. Student Oriented

Small Group Disc.						
Study						
Panels						
Project						
Other Activity						
Media						

III. Independent Study

Self-inst. Material						
Media						
Socialization						
I.S. Project						

IV. One-One Relationship

Teacher - Student						
Student - Student						

APPENDIX B

SMALL SCHOOLS PROGRAM ASSESSMENT

Grade Level _____ Boy_____ Girl_____

1. How many of the classes you are now taking are electives?

   A. One Elective B. Two Electives C. Three Electives
   D. Four Electives E. Five or more Electives

2. What percent of the time do teachers or counselors talk with you about self-discipline?

   A. 0 - 15% B. 15% - 25% C. 25% - 50% D. 50% or more

3. In what areas do you have an opportunity to practice self-discipline?

   List three: A._____ B. _____

   C. _____

4. How many of the classes in which you are enrolled are required classes?

   A. One B. Two C. Three D. Four E. Five or more

5. What percent of your total class time is devoted to a study of environmental conditions?

   A. 5% or less B. 10% or less C. 25% or less D. 50% or less
   E. 50% or more

6. Are the lessons you study in English related to any other subject in school; if so, what subject?

   A._____ B._____ C._____

7. Are the lessons you study in Social Studies related to any other subject in school; if so, what subject?

   A._____ B._____ C._____

8. Are the lessons you study in Math related to any other subject in school; if so, what subject?

   A._____ B._____ C._____

9. Are the lessons you study in Science related to any other subject in school; if so, what subject?

   A._____ B._____ C._____

10. To what extent does the school make an effort to help you discover your individual interests?

A. Never B. Seldom C. Often D. Very Often

11. What percent of the school curriculum is dealing with your future interests in the world of work?

A. Most of what I will have studied will be helpful and beneficial to me.
B. About half of what I learn will be helpful in the "real" world.
C. Some of what I learn will be helpful.
D. I could have done better on my own.

12. What percent of the instruction is relevant to your real life concerns?

A. 0 - 5% B. 5 - 15% C. 15 - 25% D. 25 - 50% E. 50% or more

13. How often does classroom instruction use examples from the world of work?

A. 0 - 5% B. 5 - 15% C. 15 - 25% D. 25 - 50% E. 50% or more

14. How often do teachers talk about "clusters of occupational choice"?

A. Never B. Seldom C. Often D. Very Often

15. Are you satisfied with the subjects taught in this school?

A. Never B. Seldom C. Often D. Very Often

16. Looking at your classes as a whole, what percentage of the classroom time would you say that the teacher is talking?

A. 10% or less B. 20 - 40% C. 50 - 75% D. 90% or more

17. What percent of your time in class is spent in small groups (7 - 15 students) where students discuss the subject, exchanging their thoughts?

A. 60% or more B. About 50% C. Around 10 - 20% D. Never

18. In your subjects, how would you classify the source of information covered by the teacher and given to you in assignments?

A. A mixture of different resources
B. Mostly from one textbook, but some outside references
C. All from one textbook
D. Up to us to find out

19. Do you receive individual attention from your teachers?

A. Always when I need it
B. About half the time when I need it
C. Some of the time
D. Never

20. If teachers were to tell you exactly what it is they wanted you to do for their subjects, how much time would the teacher need to spend in class?

A. All the time B. About 75% C. About 50% D. Just be there occasionally to answer a few questions

21. Do most of your classes require

A. Memorization only
B. A great deal of thought
C. Application of learned principles
D. A good combination of memory and independent reasoning

22. Over-all, which of the following best describes your feeling about school?

A. Strongly approve
B. Slightly approve
C. Slightly disapprove
D. Strongly disapprove

APPENDIX C

SURVEY OF INNOVATIVE PRACTICES

Clarification of Items

I. Organization:

1. A Modular Schedule is defined as a schedule which allows teachers to vary the length of class meetings and to provide for class groupings of appropriate size (large group, seminars, etc.)
2. Unstructured (unscheduled) Time: This is defined as time during the school day when students are not assigned to a class meeting but can pursue appropriate learning activities.
3. Differentiated Staff: Different instructional roles for teachers.
4. Grading or Credit Arrangements: Pass-fail courses, performance criteria, etc.

III. Methodology:

Team Teaching is defined as an arrangement whereby two or more teachers instruct and are jointly responsible for a group of students.

Large Group: Group of more than the usual number of students in a class for part of their instructional program.

Small Group: Grouping of 12 - 15 students for discussion purposes.

Open Lab: An instructional arrangement which permits students to go to an instructional area (usually a lab or shop) and work independently or in small groups. The area is available all or most of the time for student selected use.

Learning Packages: Use of curriculum materials designed for student

use, usually includes behavioral (performance) objectives and often allow students to proceed through the content of the "package" at his own pace.

Independent Study: Any arrangement which includes stress on independent projects, research, in-depth study. Emphasis is on student selection of areas of study.

IV. Special Support Programs:

2. Special Designs for Decision-making: Special efforts to build an organizational structure which includes staff, students and community in the on-going decision-making process.

APPENDIX D

SURVEY OF INNOVATIVE PRACTICES

IN SMALL SCHOOLS PROGRAM SCHOOLS

School _____ Date _____

Please check the innovative practices included in your school program.

I. ORGANIZATION

_____ 1. Modular schedule

_____ a. Computer built

_____ b. Manually built

_____ 2. Schedule variations

_____ a. Block scheduling (which instructional areas?)

_____ b. _____ period day (more than 6) (indicate # of periods)

_____ c. Other (describe)

_____ 3. Unstructured time for students

_____ a. All students

_____ b. Some students

_____ c. Average % of students time

_____ 4. Differentiated staff

_____ 5. Use of teacher aides

_____ 6. Use of student tutors

_____ 7. Use of

_____ a. Semester courses How many? _____

_____ b. Six or nine week courses How many? _____

_____ c. Mini-courses How many? _____

_____ 8. Special grading or credit arrangements. (Please give brief description.)

_____ 9. Special reporting methods. (Describe briefly.)

II. FACILITIES

_____ 1. Resource centers

_____ a. All instructional areas

_____ b. Some instructional areas. Identify:

_____ 2. Specialized instructional areas (identify nature of)

_____ 3. Specially designed large group areas

_____ 4. Specially designed small group areas

_____ 5. Other unique areas (describe)

III. METHODOLOGY: Please check areas which are included in your program.

1. Team Teaching	Large Group	Small Group	Open Lab	Learning Packages	Independent Study	Subject Matter Areas
___	___	___	___	___	___	Language Arts
___	___	___	___	___	___	Social Studies
___	___	___	___	___	___	Science
___	___	___	___	___	___	Math
___	___	___	___	___	___	Business
___	___	___	___	___	___	Home Ec.
___	___	___	___	___	___	Vocational
___	___	___	___	___	___	Performing Arts
___	___	___	___	___	___	Foreign Language
___	___	___	___	___	___	Physical Education

_____ 2. **Television**

_____ a. Closed circuit

_____ b. VTR

_____ 3. Work experience programs

_____ 4. Anything else? Please identify

IV. SPECIAL SUPPORT PROGRAMS:

_____ 1. Planned in-service programs for staff

If so, does this involve:

_____ a. Release time for staff

_____ b. Extended contracts

_____ c. District support of DCE (or other) classes

_____ d. Other:

_____ 2. Special designs for involving others in decision making

_____ a. Staff

_____ b. Students

_____ c. Community

_____ 3. Have you implemented, to any extent, any of the systems analysis and program management designs?

_____ a. No

_____ b. Yes, if so

_____ (1) Total school operation

_____ (2) A special program or project

V. AREAS NOT COVERED IN THE ABOVE CHECK LIST WHICH YOU FEEL SHOULD BE INCLUDED IN THIS SURVEY.

QUANTIFICATION OF RESPONSES ON THE INITIAL INNOVATIVE PRACTICES SURVEY

SCHOOL _____

Please supply the information requested for the practices you identified as being included in your school.

1. _____ Use of teacher aides. How many? _____ Adults
   _____ Students

2. _____ Use of student tutors. How many? _____

3. Use of Learning Packages:

_____	No. teachers using _____ No. packages in use _____
_____	No. teachers using _____ No. packages in use _____
_____	No. teachers using _____ No. packages in use _____
_____	No. teachers using _____ No. packages in use _____
_____	No. teachers using _____ No. packages in use _____

4. _____ Release time for staff. How much time? _____

5. _____ Extended contracts. % of staff _____
   Average length of contract _____

* N/A = Not applicable

APPENDIX E

SPECIAL PRACTICES IN METHODOLOGY AND/OR CURRICULUM

School	Practice
Mohawk High School	Cadet Teaching at elementary level Construction Cluster which meets all day every Tuesday.
Sacred Heart High School	Cadet Teaching in two elementary schools.
Santiam High School	Multiple textbook teaching in English and Social Studies areas.
Sherman County Union High School	On-the-job observation program.
Valsetz High School	Last period every day, 7th and 8th grade students alternate between Orientation-Study Hall, Arts and Crafts, and Exploratory Business Education (typing, business math, general business)
Warrenton High School	F.T.A. student aides at elementary and junior high school. Community projects in metal shop. Pilot Project - fish hatchery
Wheeler High School	Multiple class groupings.

APPENDIX F

STUDENT RESPONSES AS TO AREAS IN WHICH THEY FELT THEY HAD OPPORTUNITIES TO PRACTICE SELF-DISCIPLINE

N=822

Area	# Responses
School	6
Before School	7
After School	3
Library	42
Study Hall	43
Lunch and Cafeteria	59
Noon	8
Lounge	38
Break	19
Recreation Room	12
Halls	18
Between Classes	6
Activity Period	5
Student Court	4
Student Council	1
Extra-Curricular	11
Assemblies	5
Open Lab	4
Class Meetings	15
Independent Study	4

Work Experience	10
Lab Assistant	2
Teachers Aide	14
Cadet Teaching	4
Office	11
Athletics	57
Rally	4
Classes	37
Math, Algebra, Geometry	26
English, Reading, Debate, Speech, Journalism, Annual, Drama, Foreign Language	74
History, Geography, Modern Problems	22
Science, Biology, Chemistry	27
P.E., Gym, Driver Education	71
General Business, Typing, Office Practice, Bookkeeping, Shorthand	19
Band and Music	27
Arts and Crafts	20
Dance	5
Religion	15
Homemaking	14
Auto Mechanics, Shop, Agriculture, Mechanical Drawing	52
Electronics and Photography	4
Bus	5
Home	24
Homework	16
Anyplace	3

Church	3
Public	2
Around Adults and Girls	2
Grooming	1

APPENDIX G

SPECIAL IN-SERVICE ARRANGEMENTS FOR STAFF

Concordia Lutheran	Visiting authorities
Condon High School	S.S. paid by District
Elgin High School	Staff meets during lunch hour one day each week to discuss programs.
Lord High School	Partial support for courses
Umatilla High School	Teachers may be released to visit any program in another school.
Union High School	District support of conferences
Warrenton High School	Visitations to other schools (Language Arts)

APPENDIX I

SMALL SCHOOLS PROGRAM ASSESSMENT

1. How does this school district reward teachers for innovative teaching efforts?

   A. Not at all B. More money C. Recognition D. Support and help

2. How important do you think it is to make major changes in our educational system?

   A. Little importance B. Some importance C. Considerable importance
   D. Urgent

3. Have you had an idea recently which would improve education in the school system outside of your own classroom?

   A. Yes B. No

   Did you talk to anyone about your idea?

   A. No B. Another teacher C. Another teacher and the principal D. The principal

   If you did talk to someone, what happened to your idea?

   A. Nothing came of it B. I don't know what happened
   C. Some interest, but nothing happened D. Some action was taken on the idea

   Please share the idea: _____

   _____

   _____

4. How often do you as a teacher have an opportunity to observe another teacher in this school as he teaches?

   A. Never B. Seldom C. Often D. Very often

5. How often do you as a teacher have an opportunity to observe another teacher in another school district as he teaches?

   A. Never B. Seldom C. Often D. Very often

6. In how many school districts have you worked before coming here?

   A. 1 B. 2 C. 3 D. 4 or more

APPENDIX J

IDENTIFICATION OF UNIQUE PROGRAMS IN OSSP SCHOOLS

Condon High School

At Condon High School, a list of courses is published and placed on the bulletin board for our systems courses. The systems are based on the behavioral objective approach. Students are given a set of objectives and are told exactly how to achieve them. We use the multi-media approach, using a student's hands as well as his mind. We feel this is an advantage in learning. Students proceed at their own pace and they seem to enjoy the absence of classroom tension.

There are seven systems being used at Condon: welding, plastics, speech, electricity and electronics, physical science, math analysis and Spanish.

These multi-media self-instructional systems are a product of the Northwest Regional Educational Laboratory and Condon High School is one of the test sites.

Elgin High School

Thirty-five to forty of our high school students spend one period per day as an aide to an elementary teacher in grades 1-8.

Mapleton High School

A modified English program for the slower student who will not go to college.

Sacred Heart High School

Religion program --(Christian living experiences
(personal conscience; social conscience
(group guidance: interaction

Some values of a religion program include:

discussions on values and beliefs
meaningful worship together
apply beliefs to everyday life
explore moral code
explore "whys" for living
understanding more what you believe
getting to know yourself better.

Seniors initiated contact with 10 faculty members to revamp their second semester courses to allow for more independent work and pursuit of courses of special interest to them. We would like to share this experiment with any of you because we think that it is truly innovative and that to date it is working very very well including much community involvement. Of 55 seniors, 22 applied for and are working in this experiment.

Santiam High School

Computerized math using Digital Computer for 4½ months - one Semester in conjunction with Stayton High School. Also computer is used in a Data Processing class;part of the Business Education Department..

IMC has a graphic artist to aid teachers in making overlays and other innovative media.

Arlington Elementary School

First four grades are using and have had much success with "Words in Color" approach to reading.

Stella Mayfield Elementary School

We have a Title I program which meets every Wednesday after school for a remedial reading session. This same group also meets each Saturday morning for other work such as physical development, arts and crafts, films, discussions, etc. This program has been well received.

Mill City Elementary and Gates Primary Schools

Student research procedures - students are taught and licensed to operate all A-V equipment - upon receiving license they qualify to check out for home use tape recorders, movie projectors, etc.

Individual and small groups do research at the instructional materials center under supervision of a teacher aide, one full time librarian and one half time coordinator.

Triangle Lake Elementary School

Special science and math teacher for grades 3-6.

Grouped reading and math program for grades 3-6.

APPENDIX K

Part III -- DISSEMINATION REPORT

Type of Report: Application for Continuation

Section A. Summarize your dissemination activities.

1. Describe the methods of dissemination used.

The dissemination activities of the OSSP go well beyond producing newsletters, video tapes, slide presentations, and tape recordings to send to member schools. These dissemination methods are used, buf they are supplemental to the more direct dissemination of ideas accomplished through a continuing series of meetings and visitations.

The Summer Institute is the single most intensive dissemination activity of the year at which educational experts of statewide and nationwide stature present their ideas to a large gathering of small schools teachers and administrators. Since many members of the small schools staff cannot come to the Willamette Valley in the summer, regional meetings are held throughout the state during the school year to take new and better ideas to them.

OSSP staff members visit member schools during the year to personally convey important ideas, and just as importantly, to gather feedback on Program operations.

Finally, OSSP encourages a cross-fertilization of ideas among member schools by providing funds for inter-school visitations of teachers, administrators, and school board members.

2. Discuss the major reasons for the success or lack of success of your dissemination efforts.

The dissemination efforts of the OSSP have been successful in reaching teachers and administrators in member schools. Not only are written materials distributed to them, but they have attended in large numbers the QSSP functions designed to bring new ideas to them. If there is any reason for this success that stands out above the others, it is that participants in these meetings find them of some value in meeting their own educational needs. Questionnaires distributed to program participants consistently show a majority of people who find the

presentations both interesting and relevant. Trying to tailor Program activities to the expressed needs of Program clientele requires constant efforts to gather feedback and to involve clients in program planning, but these efforts pay off in continued high levels of participation and success in getting ideas out to the field where they can do some good.

As mentioned in Part II, the OSSP has had less success in getting its ideas to school board members in member districts. They are less available so that it is even difficult to determine what kinds of programs would attract them. Their first commitment is to some job outside the school which makes it unreasonable to expect them to be involved in OSSP activities to anything like the same extent that full-time educators are involved.